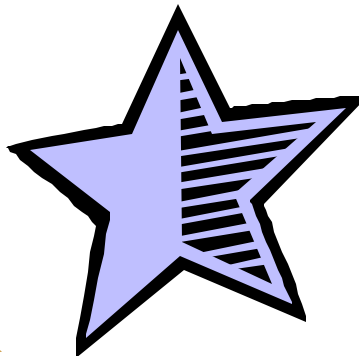
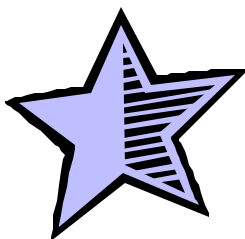


4th Annual

Choices and Changes: Reaching for Success



"Choices and Changes: Reaching for Success"

2005 Program Agenda

Monday, March 28, 2005

2:00 – 6:00 p.m.

Early Check-In Galt House East 2nd floor

Tuesday, March 29, 2005

7:30 – 12:00 p.m.

Registration Desk open

7:30 – 8:30 a.m.

Continental Breakfast in Archibald Ballroom

8:30 – 11:30 a.m.

Opening Keynote Address in Archibald Ballroom

11:45 – 1:00 p.m.

Lunch and Welcoming Comments Archibald Ballroom

12:00 – 6:30 p.m.

Exhibit Hall open

1:00 – 5:00 p.m.

Registration Desk open

1:15 – 4:30 p.m.

"A" session (3 hours)

4:30 – 6:30 p.m.

Networking Suite and Silent Auction in Exhibit Hall

Wednesday, March 30, 2005

7:30 – 12:00 p.m.

Registration Desk open

7:30 – 8:30 a.m.

Continental Breakfast in Main Hallway

8:00 – 12:00 p.m.

Exhibit Hall open

8:30 – 5:00 p.m.

"B" session (6 hours)

8:30 – 10:00 a.m.

"C" session (1.5 hours)

10:15 – 11:45 a.m.

"D" session (1.5 hours)

12:00 – 2:00 p.m.

Awards Luncheon with Keynote in Archibald Ballroom

1:30 – 6:30 p.m.

Exhibit Hall open

2:00 – 5:00 p.m.

Registration Desk open

2:15 – 4:30 p.m.

"E" session (2 hours)

4:30 – 6:30 p.m.

Networking Suite and Silent Auction in Exhibit Hall

Thursday, March 31, 2005

7:30 – 3:30 p.m.

Registration Desk open

7:30 – 8:30 a.m.

Continental Breakfast in Main Hallway

8:00 – 3:00 p.m.

Exhibit Hall open

8:30 – 11:45 a.m.

"F" session (3 hours)

12:00 – 1:15 p.m.

Box lunches in Exhibit Hall

1:30 – 3:00 p.m.

"G" session (1.5 hour)

3:00 p.m.

Conference ends

Welcome...

from the Conference Planning Committee

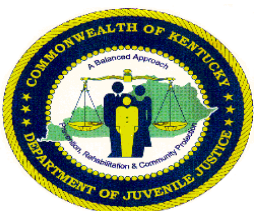
The statewide conference planning committee is very excited to bring you the Fourth Annual Choices and Changes collaborative conference sponsored by the Kentucky Department of Education/Division of Exceptional Children Services, Kentucky Department for Mental Health and Mental Retardation Services/Division of Mental Health and Substance Abuse Services, State Interagency Council for Services to Children with an Emotional Disability, Kentucky Center for Instructional Discipline, Family Resource and Youth Services Centers, Kentucky Department for Juvenile Justice, Kentucky Center for School Safety, and the Kentucky Educational Collaborative for State Agency Children. In a time of declining budgets, we have found excitement and strength in pooling our resources to bring you a high quality conference with dynamic national and state presenters. These speakers will present on a variety of topics that will help us better understand and deliver services to people with challenging behaviors and their families, while also taking care of ourselves. We hope that the connections made at this conference will carry over and extend to our work once we get back to our home communities and districts.

The purpose of this special conference is to bring together educators, human service professionals, paraprofessionals, parents, consumers, and others to learn about quality services for people who exhibit challenging behaviors. Our mission is to achieve a more fully integrated system that promotes success through collaborative partnerships, knowledge, and understanding. We hope that you will be able to join us!

Pam Goins, Conference Chairperson



KY Division of Family Resource and Youth Services Centers



“Would you like me to give you a formula for success? It’s quite simple, really. Double your rate of failure. You are thinking of failure as the enemy of success. But it isn’t at all. You can be discouraged by failure or you can learn from it, so go ahead and make mistakes. Make all you can. Because remember that’s where you will find success.”

– **Thomas J. Watson**

About the Conference

Registration

Pre-registration by March 14, 2005 is required. Online registration is available and recommended. Go to www.kycid.org to register and provide billing information. If you do not have access to the Internet, you may mail in a completed registration form found at the back of this brochure. Registration fees are \$75 per participant and payment deadline is March 23, 2005. Payment must be made by check only, payable to **Choices and Changes Conference**. Sorry, we cannot accept credit card payments or purchase orders. No refunds will be given, although substitutions may be made. Please see the registration form for more details.

Welcome/Conference Opening

The conference will open on Tuesday, March 29, 2005 with an exciting presentation by Dr. Steven Constantino, Virginia State Principal of the Year. Dr. Constantino has also been featured in the Washington Post and Time Magazine. He will present his *Family Friendly Schools* session regarding the critical importance of family engagement.

Awards Luncheon/Keynote Address

Join us on Wednesday, March 30, 2005 for our annual Awards Luncheon featuring presentations for the Collaborative Partner of the Year Awards for children and adult workers. We’ll also hear a spirited address from Dr. Stephen Sroka from Case Western Reserve University in Lakewood, Ohio. Dr. Sroka has made thousands of presentations both nationally and internally stressing “The Power of One.” His message has resulted in guest appearances on the Oprah Winfrey Show and coverage in many renowned newspapers including *USA Today*.

Exhibit Hall and Silent Auction

In addition to housing vendors and information booths, the Exhibit Hall will be the location of several special events. On Tuesday and Wednesday afternoons, the Exhibit Hall will provide the locale for our Networking Suite and Silent Auction. We encourage you to look for programs and resources that will support your school or agency, as well as bid on exciting items. Live entertainment will be available during each Networking Suite.

Booths are currently available. If your company or organization would like to secure booth space, please contact Pam Goins at pam@kycid.org or 502-564-9668 for details.

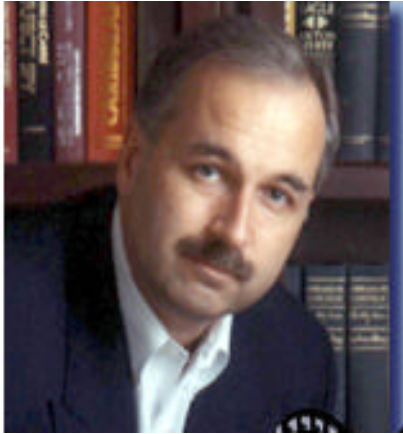
Accommodations for Individuals with Disabilities

The Galt House Hotel is accessible and is fully equipped to meet accessibility needs of individuals with disabilities. Services are available to participants with sensory impairments who request an interpreter or a reader in advance on their registration form. All other service requests should be brought to the attention of the conference chairperson.

CEUs, EILA Credit, and Certificates of Attendance

We will request twelve Continuing Education Unit (CEU) credit hours from various professional boards. We will also provide twelve hours of Effective Instructional Leadership Act (EILA) credit, pursuant to 704 KAR 3:325. Please complete the CEU information box on the registration form if you intend to request CEU credit. Certificates of Attendance will also be available for those not requesting CEUs or EILA credit.

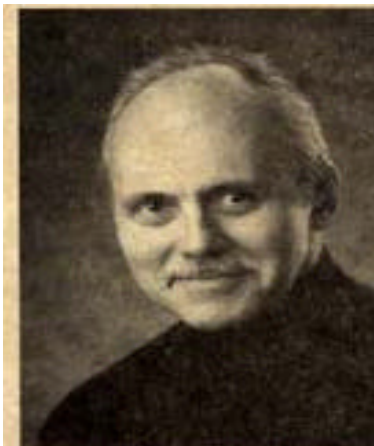
Keynote Address Speakers



*Opening Keynote Address
Tuesday, March 29, 2005
Archibald Ballroom
8:30 – 11:30 a.m.*

Steven Constantino, EdD, is a former award-winning high school band director, fine arts director, department chairperson, and assistant principal. From March 1995 to July 2003, **Dr. Constantino** served as principal of Stonewall Jackson High School, in Manassas, Virginia. Stonewall achieved much success, both locally and internationally. **Dr. Constantino** is the 1997 recipient of the Virginia State Principal of the Year award and is the 2000 recipient of the Washington Post Distinguished Educational Leadership Award. In March 2000 and May 2003, Newsweek Magazine listed Stonewall Jackson High School among its list of “Top 100 High Schools,” and in May 2001 Time Magazine selected Stonewall Jackson as its choice for “High School of the Year.”

As an educator, author, consultant, parent, and the nation’s leading expert in the field of family engagement in education, **Dr. Steve Constantino** will provide our Opening Keynote Address to share insight on programs that lead to the engagement of families in the educational lives of children as a conduit to improved student achievement. **Dr. Constantino** founded ***Family Friendly Schools*** to provide not only awareness regarding the importance of family engagement, but also explicit processes that provide strategic interventions to help all schools and school districts improve not only the culture of their educational organizations, but most importantly to help all students learn.



*Awards Luncheon Keynote Address
Wednesday, March 30, 2005
Archibald Ballroom
12:00 – 2:00 p.m.*

Stephen Sroka grew up in a public housing project in Cleveland in a single parent family. His third grade report card reads, “Parents notified boy is retarded.” In ninth grade, he had two hip operations and was told he may never walk again. When he graduated from high school, he worked full-time to get his family off welfare before entering college. His childhood offered unique challenges that helped him be a better teacher. Dr. Sroka is an urban public school health teacher and Adjunct Assistant Professor, School of Medicine, Case Western Reserve University. He has made thousands of presentations nationally and internationally to millions of people. He received the Walt Disney Outstanding Health Teacher of the Year Award and was inducted into the National Teachers Hall of Fame.

Dr. Sroka's spirited presentations stressing the importance of “The Power of One” have resulted in many guest appearances including the Oprah Winfrey Show and coverage in many newspapers including *USA Today*. He delivers cutting edge information, humor, and skills in an entertaining, motivational, and inspirational presentation that lets theory translate into practice. You will leave with an unforgettable message filled with an incredible sense of hope and joy that with education, helping one another, and believing in yourself, you have the Power of One to change school, communities, and lives!

“A” Sessions Tuesday, March 29

1:30 – 4:30 p.m.

A-1 Engaging All Families: Development of Family Friendly Schools

Dr. Steven Constantino, Vice President of Research and Development, and Founder Family Friendly Schools

Building on our Opening Keynote Address, Dr. Constantino will continue the discussion of family engagement during this session. *Family Friendly Schools* was developed to provide not only awareness regarding the importance of family engagement, but also explicit processes that provide strategic interventions to help all schools and school districts improve not only the culture of their educational organizations, but most importantly to help all students learn. With the research-based *Comprehensive Evaluation for Family Engagement* and *Family Friendly Schools Five-Step Process* all schools and districts can benefit from the power of families that are truly engaged with their children's education.

A-2 Therapeutic Child Support Service Basics

Michael Whitten, Seven Counties Services, Inc. and LeAnn Magre, Kentucky Department for Mental Health and Mental Retardation Services

Therapeutic Child Support (TCS) workers are clinically trained support workers who play a direct part in working with a child and family as a “therapy extender.” Therapeutic Child Support is one component of the wraparound process and is part of a multidisciplinary treatment plan and team. In this workshop, TCS workers, parents, treatment professionals, and educators will gain an understanding regarding the unique role a TCS worker plays within the treatment process. The purpose of the TCS service, the therapeutic relationship, and the skills required for TCS to be successful will be the focus.

A-3 Playing Your Way Into Thinking

Tom Witt and Denise Marlett, Cumberland River Comprehensive Care Center

This participatory workshop models collective ability, teamwork, communication, trust, and creative problem-solving. “Fun” is an essential ingredient in this type of adventure-based play therapy. Presenters will provide participants with tools to work with children in several settings with limited resources.

A-4 IGP/IEP – Tools for Successful Transition

Kathy Eversole, Upper Cumberland Special Education Cooperative

Transition of students with disabilities from high school to community settings is one of the most stressful of life transitions. Discover how the Individual Graduation Plan and the Individual Education Program are connected and when used appropriately, can be most helpful in providing for successful transition for students with disabilities.

A-5 Challenging Behaviors in Young Children

Teri Mehler, Kentucky Child Care Network, Lloyd Zehr, Cumberland River Comprehensive Care Center, Dr. Katherine Polmanteer, Eastern Kentucky University, and Sarah Belanger, Eastern Kentucky Child Care Coalition

This session will focus on the seeds of challenging behaviors that may be planted in the very early years of a child's life. Participants will engage in discussions and activities designed to recognize and analyze challenging behaviors and to determine effective strategies for coping with the behaviors. Coping strategies discussed in this session are offered in the context of the child's age and developmental vulnerabilities, the environments in which the young child functions, and with consideration to prevention of long-term difficulties for the child and family.

A-6 School-age Mental Health – Effective Collaboration

LeAnn Bruce, Communicare, Inc. and Veronica Ent, Breckenridge County High School

This workshop will define school-age children's mental health diagnoses and symptoms including assessment criteria and “red flags” of concern. Participants will gain an understanding of when and how to refer students to treatment, levels of treatment, and how school staff and community mental health professionals can work collaboratively as a treatment team.

A-7 The Influence of Culture on Caregiving

Marilyn Breeding and Betty Goins, LKLP Child Care Resources and Referral

As culture is such a powerful influence on personal identity and social-emotional health, child care providers interested in enhancing continuity between a child's home and child care setting will take the initiative to learn about a child's home culture. This interactive session will look closely at the impact of culture on children's social-emotional development.

A-8 Bringing Qualified Professionals into your Organization – and Keeping Them!

Cathy Carter and Dawn Corcoran, Seven Counties Services, Inc.

Overwhelmed by resumes but unable to find a single qualified candidate? Frustrated when the person you thought you were hiring turns out to be someone else? Tired of the revolving door that brings good people to your organization while other good people are leaving? Join us to learn very effective ways to identify your true needs, select only the best candidate, and help ensure that person's on-going successful contributions to your organization.

A-9 Utilizing Current Brain Research to Close Achievement Gaps

Steve Hutton, Kentucky Department of Education

Participants in this highly interactive session will receive strategies and techniques utilizing current brain research to aid in the closing of all achievement gaps. All strategies presented will be modeled by the presenter. These practical brain-compatible learning strategies can immediately be implemented in any classroom situation. Participants will learn about the importance of the brain-body connection, how students make meaning of content taught, the impact of emotion on learning, the power of learning in a social context, and how to lower the threat and stress present in the classroom.

A-10 The Values Diet: Mind, Body, Values...Make the Connection!

Brad Humphrey, Cumberland River Comprehensive Care Center

According to the Center for Disease Control, obesity is becoming the single greatest health threat to our children. What is needed to address this challenge? What are the implications for mental and physical health? This workshop is designed to introduce participants to methodologies and a comprehensive plan for saving America's children and adults from the psychological and physical damage that is being placed upon them due to the obesity epidemic.

A-11 De-Escalation: Breaking the Anger Cycle

Lea Brown, Kentucky Center for Instructional Discipline

We are responsible for the safety and welfare of the children we work with as well as the safety of our co-workers. Our own attitudes, fears, and anxieties contribute to the outcome of any potentially threatening situation. Learn how to respond effectively to the warning signs that students may pose as they are escalating and how to intervene effectively to break the anger cycle.

A-12 Ed's Meds for Children and Adolescents

Dr. Ed Maxwell, Kentucky Department for Mental Health and Mental Retardation Services

This workshop will provide participants with a greater understanding of major psychotropic medications prescribed for children and adolescents with emotional and behavioral disabilities. Also, legal and administration issues related to medications will be discussed. Participants will also gain a better understanding of side effects of these medications and a better awareness of physiology.

A-13 QPR – Ask a Question, Save a Life

Vivian Woods, Cumberland River Comprehensive Care Center

QPR is a simple educational program that will enable you to recognize warning signs of a person at risk of suicide. This program will help anyone be able to get the at-risk person the help they need. Participants will also gain an awareness about suicide as the most preventable cause of death and be able to give a message of hope.

A-14 Major Medical and Psychosocial Factors Affecting those with HIV/AIDS

Edwin Hackney, Private Practice Supervision and Training

This workshop will emphasize specific issues affecting those with severe mental illness who are living with HIV/AIDS, as well as victims and perpetrators of domestic violence. Basic prevention and education techniques will be described and the most current medical and psychosocial treatment approaches will be reviewed. Participants will also learn about violence and HIV transmission including safety tips, professional liability issues, and testing and treatment following violent trauma.

A-15 LifeBooks: A Hands On Attachment Tool

Beth O'Malley, Massachusetts Department of Social Services

Looking for ways to help improve communication and attachment? Making an adoption Lifebook is one answer. Learn all about LifeBooks in this participatory workshop where you will learn the ABC's of LifeBooks, discover creative ways to do this work, and have a chance to write a page or two! Lastly, hear Beth's moving personal story as an adoptee, and how her life would have been very different with a Lifebook.

A-16 Communicating Effectively with Professionals

Barbara Gordon, Kentuckiana Regional Planning and Development Agency

Many times we find ourselves in situations where we need to communicate with doctors, nurses, educators, mental health professionals, and other providers. Often, we do not feel comfortable doing this for a variety of reasons. This workshop is designed to teach how to communicate effectively. Participants will become familiar with a variety of techniques and tools that can be used immediately. These tools will help the participant become a better advocate for themselves, their student, client, or anyone they are assisting in their care.

A-17 Developing Natural Language Boards to Promote Communication

John Burke and Shawn Henry, Kentucky Autism Training Center, and Treva Wright, Meade County Schools

Children with autism often have difficulties with both receptive and expressive communication skills, and there is a need to help these children expand their language to become more interactive and complex. Participants will acquire information and basic skills needed to develop and implement special language supports known as Natural Language Boards. These supports can be infused into a child's day to help them become more involved and proficient in communication.

A-18 Helping People with Co-occurring Mental and Addictive Disorders: Challenges and Opportunities

Barry Kellond, Kentucky Department for Mental Health and Mental Retardation Services

People who suffer from co-occurring mental health and substance use disorders are often misunderstood, misdiagnosed, and unresponsive to our attempts to help. When treatment is sought, it is often fragmented and uncoordinated. If both mental health and substance use disorders are recognized, the individual may bounce back and forth between specialized treatment services, or may be refused treatment. This workshop will address the prevalence of co-occurring disorders and give tools and strategies for support.

“B” Sessions Wednesday, March 30

8:30 – 5:00 p.m.

B-1 Using Wraparound to Meet Needs: Increasing the Precision of Interventions

Patricia Miles, Miles Consulting, Inc.

As many Wraparound projects move into the next implementation phase, issues of increasing the precision and results of the process often arise. This workshop will focus on tools and techniques to assist the mature Wraparound facilitator in moving beyond the ritual of Wraparound. Knowing that challenging behaviors communicate unmet needs, this workshop will identify methods for uncovering needs, reaching agreement with families about needs statements and brainstorming methods to meet those needs. Specific techniques for identifying unmet needs will be explored as well as reviewing situations to determine unmet needs. Creative planning will also be explored. The basic theory for meeting needs will be explored as well as methods for engaging other partners and family members in meeting needs.

B-2 Making the ARC Meeting Positive, Productive, and Collaborative

Thomas Prince, The Atlanta Center for Reconciliation, Inc.

Have you ever been in a difficult ARC meeting? As a member of the committee, have you wanted to know how to deal with challenging situations in the ARC meeting? This workshop teaches participants how to use facilitation skills to make meetings more positive, productive, and collaborative with parents and other team members. Learn the value of preparing for the meeting, setting an agenda, using a neutral facilitator, making use of other team members, and how to facilitate positive and productive discussions.

B-3 Cycles of Grief

Dr. Judy Davidson, RENEW Center for Personal Recovery, Inc.

Through personal experiences, the workshop presenter will identify the tasks of mourning and assist participants in determining the developmental levels and needs of grieving children. The session will also address strategies to communicate more effectively regarding grief as well as to implement effective helping strategies.

B-4 Motivational Interviewing: Intensive Skill Training

Dr. Brian Moore, Central State Hospital, and Suzanne Carrier, Department for Mental Health and Mental Retardation Services

This intensive training will assist participants in gaining skills in utilizing motivational interviewing in therapeutic settings for case managers and therapists. Practice will be a key component with role plays to enhance the skill base and understanding of the spirit of motivational interviewing. Participants will also identify important aspects of a child's language signaling behavior change.

B-5 Leading in a Culture of Change

Marsha Harper, West Kentucky Special Education Cooperative, and Toyah Robey, Kentucky Department of Education

This session will introduce and guide administrators and teacher leaders through a framework centered on effective leadership practices for overall school improvement. Moral purpose, understanding change, relationship building, knowledge building, and creating coherence are the primary concepts on which this workshop will focus. This training is ideal for a team or individual to attend to build professional skills grounded in building a strong school culture and climate.

B-6 Diagnosis and Treatment Planning for Psychological Disorders in Children and Adolescents

Dr. George Haarman, Licensed Clinical Psychologist

This workshop will assist the professional in sharpening treatment planning skills that result in a more focused, effective, and efficient treatment approach. Didactic instruction and case examples will be used to help make accurate observations, appropriate diagnoses, and formulate suitable plans for treatment. Through the use of case examples, this workshop provides the opportunity for direct practice and feedback on your planning skills. *If possible, participants are asked to bring a copy of the DSM-IV-TR.*

B-7 We've Tried Everything, but Nothing Works – Implementing Positive Behavior Supports for Children with Challenging Behaviors (Part 1)

Amanda Ralston, Independent Behavior Analyst

This workshop will address the basic principles of behaviorism including antecedents, consequences, establishing operations, the functional classification of behavior, and assessment of behavioral issues. Presenter will share steps for completion of a functional assessment of behavioral difficulties and will identify strategies and interventions appropriate for mild to moderate behavioral challenges. Participants will also gain insight into behavioral procedures that can be implemented by educational staff, mental health professionals, parents, and others.

B-8 Everything You Always Wanted to Know About...

Part 1: Early Brain Development and Attachment Disorders

Dr. Allen Brenzel and Dr. Otto Kaak, Kentucky Baptist Homes for Children

Attachment and bonding issues affect all foster care placements to some degree. Good parents can become discouraged or worse begin to consider closing their home. The child is usually anxious and depressed but shows it by beating the wall or the family pet at the same time the foster parents are doing everything they can to maintain the child in the home. This workshop will address what those issues are and how they have affected the early brain development. Participants will learn skills and therapeutic techniques for working with children and maintaining them in the foster home.

Part 2: Working with Sexually Reactive and Sexually Offending Children

Dr. Robert Bruce Fane and Dr. John Sively, Chestnut Park Child and Family

The focus of this presentation will be to contrast the normal sexual development of children and adolescents with the development of an individual who has been sexually traumatized. Presenters will identify the behaviors that one can observe in sexually reactive/sexual offending children and adolescents, as well as offer practical clinical interventions, and assistance with how to deal with the safe behavioral management of these children in the home and school.

“C” Sessions Wednesday, March 30

8:30 – 10:00 a.m.

C-1 Health Services for Children with Special Health Care Needs

Karen Erwin, Kentucky Department of Education

Children with chronic disease or disability may require the delivery of a wide range of related health services in order to attend school or a school sponsored activity. Because KRS 156.502 specifically identifies who may train school personnel to provide school health services, special education directors and school nurses should collaborate to identify those related services required to meet the student’s educational goals. Participants in this workshop will identify who may delegate school health services, who may train personnel, and discuss the various types of health services that may be provided by school personnel.

C-2 The Most Challenging Behavior in the Classroom and How to Manage it Successfully

Mike Waford, Kentucky Center for Instructional Discipline

This session will provide participants with a clearer understanding of the real behavior challenge in the classroom. The behavior occurs in virtually every classroom and is often avoided or ignored by professionals. Strategies and interventions to manage this behavior will be presented. Opportunities to discuss the challenge will be provided to all participants.

C-3 It’s Midnight Somewhere on the Internet: Do You Know Where Your Children Are?

Doris Settles, Kentucky Center for School Safety

Internet access is free, it’s easy, and our kids love it! It’s also very dangerous when we don’t know how to safely and responsibly navigate it. Participants in this workshop will learn about a free curriculum that empowers you to impact your school district, agency, or community with a proactive solution to the dangers of the Internet. Presenter will also address strategies to protect children from online predators and online fraud.

C-4 Issues of Grandparents Raising Grandchildren

Vicki Polio and Barbara Gordon, KIPDA Area Agency on Aging

This workshop will discuss issues pertaining to grandparents that are now raising their grandchildren. Topics such as legal and financial assistance, children’s health and safety, local support groups, and child care issues will be discussed. Local resource information will be provided along with a discussion of how to apply for assistance and where to turn for help.

C-5 Understanding Suspension, Expulsion, and Other Removals for Children with Disabilities

Ed Dove, Attorney, Dove Law Office, Inc.

The discipline of students with disabilities remains one of the most difficult topics of special education law. In order to do your job well, you must master core elements pertaining to school disciplinary removals. This workshop will address such issues as manifestation determination, drug and weapon offenses, suspension, expulsion, and stay-put.

C-6 Supporting Families with their Transition Choices and Changes

Brenda Mullins and Denise Scheler, Kentucky Early Childhood Transition Project

This interactive session will provide opportunities for participants to explore the choices families have and the changes transition brings about within families when a child transitions from program to program, home to school, hospital to home, etc.

C-7 Using Data to Make Systems Changing Decisions

Angie Slocum and Dena Holland, Dishman-McGinnis Elementary, Bowling Green Independent Schools

This workshop is designed to help schools avoid common and ineffective decision-making techniques by introducing effective data gathering instruments learned through participation in the Instructional Discipline Pilot Program. Good sources of data will be discussed along with effective data gathering strategies that involve all staff to make decisions for school improvement.

C-8 Connecting Exceptional Families: Why and How to Start a Support Group

Kimberly Price and Pam Mattox, Exceptional Family Connection

Being a parent, teacher, or professional working with a child with special needs creates unique challenges and concerns. Participants in this workshop will gain an understanding of the unique challenges and how to develop a support network to address them. An outcome of the session is to develop an individualized plan to begin a collaborative support group in their community.

C-9 Jobs for Kentucky Graduates: A Tradition of Excellence

Sherry Harris, Knox Central High School, Knox County Schools

This workshop will provide an overview of the Jobs for Kentucky Graduates program and its continued success over the past twelve years. Participants will be able to identify the Jobs for America's Graduates model by discussing the core competencies utilized to prepare students for the workplace. Presenter will also discuss other components of the program such as adult mentoring, student-led career association, and follow-up services.

C-10 Utilizing Therapeutic Foster Care to Support Children and Families

Steven Dye, Bluegrass Therapeutic Foster Care

Presenter will demonstrate the efficacy of therapeutic foster care in supporting children diagnosed with severe emotional disabilities to be successful in their foster care placements. The workshop uses case studies to define the role of foster care in strengthening families and children by using collaboration and the Kentucky wraparound model.

C-11 Read & Write Gold: Computerized Literacy Supports

Linnie Lee, Kentucky Department of Education

Do you have students who have reading and writing problems but know how to use a computer? Approximately 90% of Kentucky schools have acquired a site license for the Read & Write Gold software from Texthelp. This session will provide an overview of the use of the software, including its "text to speech" computerized reading tool, speaking spell check and dictionary, and word prediction. The session will also provide access to a variety of digital text resources.

**“D” Sessions Wednesday, March 30
10:15 – 11:45 a.m.**

D-1 The Weakest Link: Strengthening the Parent-Teacher Relationship

Betsy Varis, Performance Learning Systems

The education of children is a responsibility that must be shared by both the educator and parent. Yet teachers state that this link is weak and difficult to strengthen. Pre-service training focuses on students, not the parents; therefore, teachers are challenged by how to foster the parent-teacher relationship. This presentation will provide a new way to look at the relationship. Educators will gain a better understanding of the needs of parents and will be provided with the tools to improve the relationship.

D-2 Check and Connect Program with At-Risk Students

JoAnna Jones, Stephanie Martin, and Karen Cline, Briarwood Elementary, Warren County Schools

Do you have at-risk students within your school that need a little extra attention? A Check and Connect Program provides encouragement, monitoring, and support for those at-risk children. During this session, participants will become familiar with an easy to implement monitoring program. Organizational tools and other useful resources will be provided. Come learn how to make Check and Connect a part of your school!

D-3 The Brain, Language Skills, and Reading Achievement: The Connection

Dr. Sherry Francis, Scientific Learning Corporation

This session will summarize the latest brain research regarding the acquisition of language skills, and how deficiencies in the cognitive skills of memory, attention, processing, and sequencing (MAPs) can be remediated quickly, with dramatic results, and lasting gains using technology-based interventions. The critical role between a student's language abilities and academic reading achievement will be discussed. Principles from neuroscience research that are integral in the “re-training” of a student's brain to receive the sounds and words of the English language will be reviewed. Participants will view related brain imagery and participate in an auditory processing demonstration. Results of program effectiveness with students will be shared.

D-4 Managing Health and Seeking Wellness

Pat McKown, Commission for Children with Special Health Care Needs

A critical component of successful transition from adolescence to young adulthood is health and wellness. The Commission for Children with Special Health Care Needs is Kentucky's lead agency in supporting the transitions of youth to adult health care and services. In addition to direct care services, the Commission provides transition assessment and planning to youth with special health care needs. Communication with youth and their families along with collaboration with community partners such as schools, vocational rehabilitation, mental health, mental retardation, substance abuse, and career and technical education is vital. This workshop will explore the Commission's role in working directly with children and youth with special health care needs and their families, and developing the interagency collaborations essential for successful transition to adult health care and services.

D-5 Self-Care When Going Through Crisis, Trauma, Loss and Grief in Order to Assist our Colleagues, Students, and Others

Natasha Pieczynski, Caritas Peace Center

Regardless of one's age, our responses to crises, dangers, or losses, is a complex integrated system of reactions which involves our minds and bodies. Daily we are bombarded with events and headlines which can affect our own sense of balance, our equilibrium, and our sense of self-protection and safety. On occasion the headlines become a part of our story such as “Tornado tears school apart,” “Teen dies in car accident,” “Child's body found in creek,” “Student brings gun to school,” etc. In order to assist others we have to know how these events are impacting us. We also have to know how to take care of ourselves. This workshop will address stress signals, stages of grief, recognition of children's reaction stages, and identify resources to assist with loss, crisis trauma, and grief.

D-6 Creating a Life with Purpose

Lisa Harmeling, NorthKey Community Care

What's your dream? Have you forgotten it? Many of us do. You start out in life with hopes, dreams, and ambitions. Often they are quickly dissipated by your fears. You often talk yourself out of your goal before you have even begun. What is your purpose in life and how do you find it? Discover how to follow your intuition to create a life that is happy and purposeful.

D-7 Early Childhood Transdisciplinary Groups: Focus on Social and Work Skills

Jocelyn Warren and Trisha Gallagher, Weiskopf Child Evaluation Center

This presentation will describe several transdisciplinary treatment groups developed to improve social communication and work skills of young children with autism. Topics to be addressed include establishing treatment outcomes, defining discipline roles, establishing group structure, and conducting peer training. Participants will understand the National Research Council (NRC) recommendations, how to incorporate family participation and education, involving community members, as well as how to evaluate progress.

D-8 PACE: Parents Modeling Collaborative Experiences

Barbara Greene, Tom Witt, Penny Carter, Mary Garrett, Tiffany Steffey, and Tabatha Erwin, Cumberland Region Comprehensive Care COPE House

This workshop is designed to assist both parents and professionals to create a network of involved parents. These parents have come from a place of intimidation and non-cooperation to a place of full partnership with professionals. This session will also demonstrate how parents can be more actively involved with success in the classroom as well as taking some responsibility in the treatment and plans often ignored by parents. Other topics included will be how to recruit and sustain family involvement, facilitation of Wraparound team meetings, and how to build a family network.

D-9 Textbooks on CD – Kentucky Accessible Materials Consortium (KAMC)

Mike Able and Karen Ender, KAMC

The Kentucky Department of Education has committed funds to support creation of a digital textbook repository which allows eligible students with disabilities to obtain selected textbooks on CD. This will allow students with reading problems to read more independently using their computer along with Read & Write Gold software. This session will provide an overview of the KAMC, the digital texts available, how to obtain these digital texts, as well as a demonstration of their use on the computer.

**“E” Sessions Wednesday, March 30
2:15 – 4:30 p.m.**

E-1 Tips from the Trenches – Brain-Based Strategies to Help You Right Now!

Dr. Stephen Sroka, Case Western Reserve University, School of Medicine, Center for Adolescent Health

As a continuation of our Awards Luncheon Keynote Address, Dr. Sroka will discuss and demonstrate multimedia, activity-oriented, interactive, didactical, behavioral strategies to help you share and empower each other with methods and materials that you can use tomorrow so that students can learn more. Twenty-five brain-based strategies, free and ready to use now will be presented, demonstrated, and discussed.

E-2 Positive Proactive School-wide Discipline: Leadership Can Make a Difference

Judy Boggs, Kentucky Center for Instructional Discipline and a panel of local principals

A positive, proactive, instructional strategy-based school-wide discipline program provides behavioral support for all students and ensures the powerful school climate needed to enhance increased student achievement.

Administrative leadership and support is critical to the success of a school-wide approach. This session will focus on the role of school leaders and how they make a difference in the implementation of school-wide discipline.

Participants will hear from a panel of principals who will explain how they were able to implement a data driven school-wide discipline program with demonstrated results and the difference it has made in the climate of their respective schools.

E-3 We CAN do Homework Without Everyone Throwing Up!

BeLinda Henson, Parent Resource Center, Franklin County Schools

Parents and children often experience frustration and stress regarding homework. This presentation demonstrates that homework can be done without all the fears, tears, and the agony. It helps participants better understand why homework is given, how students can get organized, and offers solid tips to get students on the homework track and on the road to academic success – all without throwing up!

E-4 What Should I do if I Suspect Child Abuse? Legal Issues Relating to Child Abuse and Your Role

Tamra Gormley, Cabinet for Health and Family Services

Everyone should be able to recognize both physical and behavioral indicators of child abuse and neglect, know reporting responsibilities, and intervention and prevention strategies related to children. This workshop will focus on the needs of the educator and other human service professionals by providing information based on Kentucky law. Topics will include information on statutory child abuse and neglect reporting requirements, how to recognize and report, what is meant by “abuse” and “neglect,” penalties for failure to comply with the law, and rights and protections regarding abuse.

E-5 Project InSITE: Introducing Information for Suicide Intervention, Treatment, and Education

Winn Theirl, University of Kentucky Chandler Medical Center Library and Susan Byars, Hospice of the Bluegrass

This session will introduce information resources pertinent to the complex issue of suicide. The presenters, two librarians, will provide an overview of quality information resources on suicide intervention, treatment, and education, and will demonstrate basic techniques for identifying authoritative sources of information. This presentation is a component of a library outreach collaboration between the UK Chandler Medical center Library and Hospice of the Bluegrass. The project, Project InSITE, has been made possible with federal funding from the National Library of Medicine, National Institutes of Health.

E-6 Kentucky’s Initiative for Social Skills and Emotional Development (KISSED)

Frances Ryan and Phyllis Hall, Anderson County Regional Training Center

This interactive workshop will give participants the opportunity to learn about KISSED, a comprehensive training for early childhood professionals to support the healthy social/emotional development of children and youth. An overview of the basic concepts that led to the development of the KISSED training will be explored. A discussion of risks young children face and ways to counter those risks will precede a review of social/emotional development.

E-7 FUNctional Signs – How Sign Language Fosters Communication Development

Stephanie Disney, Commission for Children with Special Health Care Needs

Neurodevelopmental timing and brain growth are important factors in language development. This session will explore how the brain processes and learns both spoken and visual communication systems in typical and uniquely developing children. Several classroom and developmental signs will be reviewed, and participants will have ample opportunity to practice and learn FUNctional signs.

E-8 Adolescent Addiction: Gambling and Substance Abuse Issue Awareness

Michael Stone and Dr. Curtis Barrett, Kentucky Council on Problem Gambling and Nichelle Anthony and Chip Polston, Kentucky Lottery Corporation

Children and youth are bombarded with addiction and gambling messages. They are exposed to drugs, alcohol, tobacco, and gambling early in life. Numerous cable TV channels, such as ESPN, televise poker tournaments on an increasingly heavy rotation due to large ratings. These tournaments are frequently sponsored by alcohol companies. The Kentucky Council on Problem Gambling and Kentucky Lottery Corporation will kickoff a program to increase awareness of youth gambling addiction in schools in a format that discusses a variety of potential problems facing adolescents today. This no cost program will consist of a pre-packaged video and lesson plans. Attend this workshop to get a first-hand glimpse of this new program!

E-9 ABC's of Teaching Students with Disabilities

Alisa Borders, Summit Elementary, Boyd County Schools

ADHD, EBD, OCD, ODD, LD? What do these letters mean? How can teachers effectively teach students with disabilities that severely effect their every decision? How does a teacher control the most challenging behaviors and still have time to teach? Explore a description of common disorders, an alphabet of reasons why students have these behaviors, and interventions used in an elementary day treatment classroom for students with challenging behaviors.

E-10 Implementing Successful Instructional Strategies: Integrating Students Sensory Needs into the Curriculum

Susannah Dickman and Daniel Dickman, Owensboro Community and Technical College

This workshop will provide participants with an overview of children's sensory systems at an early childhood and elementary level and how the ability of all children to have their sensory needs met impacts their behavior, attitude, and ability to learn. In addition, the presenters will provide "real world" strategies and activities that families, educators, and human service professionals can utilize to help children be happy and successful.

E-11 Crossing the Cultures Through Dance and Games

Angela Freeman, Campbellsville University and Campbellsville Baptist Child Development Center

Dance is universal through the ages and has shaped the American culture with its melting pot of international influences. Experience traditional folk dances that can be shared with children from preschool through high school, dances that bring the best from the heritage of people groups that span the earth while connecting with cultures in which they developed and evolved. Participants will come away with useful resources for dance and music sources, instructions for simple dances, and an increased awareness of the commonality of dance that connects us all.

E-12 ADHD Across the Lifespan

LeAnn Bruce, Communicare, Inc.

This workshop will address the symptomology of ADHD across the lifespan from early childhood to adulthood. The progression of this disorder and its subsequent effects on the life of the individual will be examined. The link between ADHD and other illnesses including substance abuse will be explored, as well as a review of the involved brain chemistry. Interventions and treatment will be discussed.

E-13 Coordinated School Health: Fitting the Pieces Together for Success

Jim Tackett, Kentucky Department of Education

Building on the Kentucky Board of Education's Coordinated School Health vision statement, participants will investigate effective learning environments, health services, and family/community involvement in the creation and implementation of a coordinated school health program to increase academic achievement. Data sources, research-based strategies, and local success stories will be shared to assist district level staff in reviewing and implementing school health programs and policy. Participants will receive various tools to assist their coordinated school health effort.

"F" Sessions Thursday, March 31

8:30 – 11:45 a.m.

F-1 Conflict Resolution Skills for Teachers, Parents, and Other Human Beings

Thomas Prince, The Atlanta Center for Reconciliation, Inc.

Have you ever been in conflict? Have you ever wanted to be able to resolve the conflict more peacefully and without doing damage to the relationship with the other person? Do you experience conflict with the school system or with the parents of children you serve? This workshop is for you! This session will explore the causes and dynamics of conflict and will look at several strategies for dealing with conflict that leads to a more positive outcome for everyone involved.

F-2 Utilizing Mental Health Services: When, Where, and How to Refer Students for Further Services

Dr. Deborah Ann Edds, Nelson County Board of Education

School and community personnel often encounter children with a multitude of complex needs. Including mental health professionals in meeting appropriate needs can make children more successful. This workshop will address questions regarding when, where, and how to include mental health professionals. Tips for maximizing success will also be discussed.

F-3 First Step to Success: Increasing Pro-Social and On-Task Behavior

Kelly Davis, Kentucky Center for Instructional Discipline

Some at-risk children show signs of antisocial behavior as early as Preschool or Kindergarten. If you would like to learn a research-based method of increasing pro-social and on-task behavior, and decreasing maladaptive behavior in young children, then attend this session and learn about First Step to Success. Participants will learn program components and will see a demonstration of how the program works.

F-4 Therapeutic Child Support, the Relationship, the Work, and the Reasons

Jan Carden Blount, Croney and Clark, Inc., and LeAnn Magre, Kentucky Department for Mental Health and Mental Retardation Services

Therapeutic Child Support workers are clinically trained support workers who play a direct part in working with a child and family as a “therapy extender.” Therapeutic Child Support (TCS) is one component of Wraparound services and is part of a multidisciplinary treatment plan and team. A TCS worker helps to provide coordination and consistency among a child’s direct care providers, including parents, teachers, behavioral health professionals, schools, and other community providers. In this workshop, TCS workers, parents, treatment professionals, and educators will gain an understanding regarding the unique role a TCS worker plays within the treatment process. The purpose of the TCS service, the therapeutic relationship, and the skills required for TCS to be successful will be the focus.

F-5 Cooperative Communication

Kate Janecek, Commission for Children with Special Health Care Needs

Participants will discover and learn about their personality type based on the Myers-Briggs and Kiesey models. Anger will be discussed and defined. Participants will identify their personal conflict style and learn practical conflict management strategies. The “5 message” format will be used to make a personal action plan. The multimedia presentation utilizes individual and group activities, self-assessments, handouts, and resource materials.

F-6 Understanding Bullying in Middle School: A Whole School Approach

Nancy Cunningham, Mark Parrish, Lee Look, Autum McCane, Clare Thompson Wahl, and Gregory Nordloh, University of Louisville

This workshop will focus on understanding bullying and victimization in the middle school based on recent research in the field. Content will include definitions, examples, and a discussion of the different forms of bully behavior, characteristics of bullies and victims, and the role of the bystander. Video and written examples and exercises will be used to facilitate understanding and discussion.

F-7 Becoming an Emotionally Intelligent Leader

Paul Markle, Private Counseling/Consulting Services

Emotional Intelligence, or EI, is the extent to which a person is attuned to his or her own feelings and the feelings of others. This includes the ability to integrate emotions and reason so that self-awareness, emotional maturity, and empathy become second nature. This interactive workshop will present some ways EI can help leaders solve complex people problems, improve decision-making ability, use time more effectively, and manage crisis. A brief assessment of each participant’s EI will be provided and suggestions given for ways to increase EI. This workshop can benefit the leader of a human service agency, school leaders, parents, or anyone who is in a position of leading others regardless of the context.

F-8 Creative Parenting for Creative Children

Kay Upton, Cabinet for Health and Family Services and University of Kentucky Training Resource Center

This workshop is for parents who have come to the conclusion that parenting children with yesterday's morals and values is just as useless as fitting into the outfit hanging in the back of the closet from yesteryear. This session will help you decide how to clean out your "closet" and get rid of the old ideas that just don't fit today's style of parenting.

F-9 The Effects of Sensory Processing Disorder on Learning at Home and School

Toby Joanne Black, Pediatric Occupational Therapy

Sensory processing disorder has long been thought of as a "clinical" diagnosis by educators. Through research and documentation, we are now able to relate the effects of this disorder to learning, play interactions, behavior, oral motor development, and motor development. Understanding ways to change the environment to help children organize themselves, provide calming techniques, and learn strategies for fine motor skills are an important part of the holistic approach to treatment. The role of occupational therapy in assessment and designing treatment programs in relation to the daily routine will be described along with video tapes and case studies. Activities and resources designed to address the concerns related to sensory processing disorder complete this presentation.

F-10 Clinical Issues in Taking Client Sexual History: How, Why, and What to do With It Once You've Got It

Edwin Hackney, Private Practice Supervision and Training

This is an experiential training on how to effectively obtain information about sexual functioning and incorporate it into the treatment plan. Further information for treatment referrals and education will be provided. Therapists will be encouraged to recognize client problems for which they have little or no training or expertise and develop suitable consultation and referral options. A successful outcome of this training would be for participants to return to their practices encouraged to examine this under-assessed area of client history.

F-11 You Can't Raise a Horse in a Box: Challenging our Current Treatment and Educational Boxes – An Evidence-Based Practical Alternative

Dr. Thecla Helmbrecht Howard and Anthony Howard, Kamp Kessa and Sheltered Spirits Therapeutic Foster Care

Compassion for each other and a shared sense of community are eroding in our culture as fast as our topsoil. Unless we find ways to focus children and ourselves out of our current cultural defaults, which tend to be cynical, self-serving and competitive, our interactions in our therapeutic communities will inevitably tend to reflect these dominant values. Meaningful experiences that move us collectively and simultaneously toward "ethical individualism" and community oriented concerns for social justice are desperately needed. There are no better settings than our youth development industries to accomplish this!

F-12 Memory Mastery

Brad Humphrey, Cumberland River Comprehensive Care Center

Participants will understand the biological basis of learning by examining the function of the brain. By examining and learning two major memory systems, participants can try specific techniques for easily improving memory. Armed with these critical systems and processes, participants can easily increase their memory abilities and be able to assist their students, consumers, children, and clients in more productive ways of remembering dates, historical events, vocabulary, etc.

F-13 Multidimensional Treatment Foster Care: A Model for Success

Stacey Lanier, Youth Villages

This workshop will provide attendees with an introduction to Multidimensional Treatment Foster Care (MTFC). Learn how to use this research-based model as a cost effective alternative to hospitalization or group care for children and adolescents with serious emotional disturbances and antisocial behaviors. Find out how MTFC contributes to successful outcomes for children and their families.

F-14 From Crisis to Care – Opportunities for Change

Vivian Woods and Jill West, Cumberland River Comprehensive Care Center

Participants will cover interventions to de-escalate acting out individuals by focusing on understanding brain processing as it relates to crisis. Interveners will learn to psychologically toughen up, gain maximum emotional control, think under stressful encounters, and improve their persuasion power by improving their communication and learning skills.

F-15 WRAP: Wellness Recovery Action Plan

Molly Clouse, Mental Health Consumer Advocate

This workshop will walk participants through Mary Ellen Copeland's Wellness Recovery Action Plan. WRAP is a process of learning to read one's own illness and, once we understand it, making plans to deal with it. This includes knowing what we're like when we are well and making a personalized plan to stay well. It also includes teaching us to recognize our symptoms, what "triggers" set off those symptoms, how to implement our action plans, and the final piece which is the crisis plan.

F-16 A Review of Psychotropic Medications

Dr. Michael Moran, Bluegrass Regional Mental Health/Mental Retardation Board, Inc.

This workshop will provide a basic understanding of psychotropic medications, the rationale for their uses and a discussion of how to apply this knowledge to specific situations. Various classifications of medications prescribed will be discussed, as well as how to identify the side effects of these medications. Participants will not only learn basic information about medications, but will become more confident in discussing medications with psychiatrists and nurses.

F-17 The Foster Parent and Child Dance of Well-Being

Dr. Ruth Huebner, Department of Community Based Services/Cabinet for Health and Family Services

The relationship between a foster parent and a child is the most basic and potentially most powerful agent for change among children in the out-of-home care system. The well-being of the child depends upon the interaction of the child's characteristics, the circumstances that brought the child to care, agency practices, and the relationship with the foster parents and other foster family members. This workshop will use the results of the Kentucky Foster Care Census to explore the interactions between child well-being and foster parent perceptions. Presenter will use film, lecture, discussion, and group work during this session.

F-18 We've Tried Everything, but Nothing Works – Implementing Positive Behavior Supports for Children with Challenging Behaviors (Part 2)

Amanda Ralston, Independent Behavior Analyst

This workshop will address the basic principles of behaviorism including the antecedents, consequences, and establishing operations, the functional classification of behavior, and assessment of behavioral issues. Presenter will share steps for completion of a functional assessment of behavioral difficulties and will identify strategies and interventions appropriate for mild to moderate behavioral challenges. Participants will also gain insight into behavioral procedures that can be implemented by educational staff, mental health professionals, parents, and others.

“G” Sessions Thursday, March 31

1:30 – 3:00 p.m.

G-1 Why Does Johnny Act This Way?

Pat McKown, Commission for Children with Special Health Care Needs

Young children frequently present with challenging behaviors. Participants will identify specific behavior challenges, and will be provided with information to help understand and prevent or manage these behaviors. Often infants and toddlers have undiagnosed speech/language delays, ear infections/middle ear fluid, and other medical and/or developmental conditions, which impact their behavior at home and at the early childhood center. Strategies for behavior management will be given along with resources for further evaluation and treatment.

G-2 Data Collection: Introduction to the School-Wide Information System (SWIS)

Janeah Gullett, Kentucky Center for Instructional Discipline

This workshop will provide an overview for educators and administrators on how the online SWIS system can be used to help schools make more informed data-based decisions regarding issues of discipline. Presenter will show how SWIS can be used in schools, the various types of data that can be collected, and the resulting queries, charts, and graphs that can be produced almost instantaneously.

G-3 Dealing with Parents or Guardians who are Upset or Angry

Tim Woods, Learning Disabilities Association of Kentucky

Parents of children with learning differences and other school issues often approach a teacher with frustration and anger. This frustration is born out of the difficulty they are having with their child and the learning process. This frustration is frequently taken out on the educator. This workshop looks at ways to diffuse that anger and to let parents know that you want their child to succeed just as much as they do.

G-4 How One Family is Making it Work: The Journey of a Family Through Life's Transition with a Son with Disabilities

Donnie Shelton, Department of Mental Health and Mental Retardation Services, and Dianne Shelton, Retired Educator

This session will give the audience an understanding of a family with a son with disabilities that has gone through the transitions of early childhood to adulthood. The family will discuss the many challenges with different school systems, doctors, providers, and negotiating the "state system." The necessity for understanding different generations in order to work effectively with parents, the importance for family to be involved in all aspects of a person's life, and to learn from one another through family support groups will all be addressed. Presenters will discuss the importance of early planning for transitioning a person with disabilities from school to the community and having a place to go with a sense of belonging. Lessons learned throughout this journey will also be explored.

G-5 Text Reading Software and Universal Design for Learning (UDL) in Kentucky

Paula Borland, Caveland Educational Support Center

This presentation will provide an overview of the text reading software, Read & Write Gold, and information on the electronic materials available to Kentucky students. Text reading software provides text to speech for computerized reading of material. This allows students with reading problems to have access to materials electronically. Many schools in Kentucky, about 85%, have purchased this type of software.

G-6 The Chafee Independence Program: Independent Living Services for Teenagers and Young Adults

Fawn Conley, Cabinet for Health and Family Services

This session is designed to provide information about the services provided through the federal Chafee Independence Program for teenagers and young adults currently and formerly in out of home care, or on postsecondary tuition assistance for currently committed youth. The state legislation, regulations, eligibility information, and forms needed to help students apply for the Tuition Waiver for Foster and Adopted Children to attend public Kentucky postsecondary educational institutions will be addressed.

G-7 Fostering Foster Parent Success and Child Well-Being

Dr. Ruth Huebner, Department of Community Based Services/Cabinet for Health and Family Services

The relationship between a foster parent and a child is the most basic and potentially most powerful agent for change among children in the out-of-home system. As such, supporting the foster parent becomes a pivotal objective to ensuring child well-being and permanency. This presentation will expand the morning session (F-17) to identify specific interdisciplinary strategies for supporting foster parents. Presenters will consist of representatives from education, a former foster child, a foster parent, a mental health provider, and the branch manager for out-of-home care from the Cabinet for Health and Family Services. Questions will focus on innovative thinking and strategies to meet foster parent needs.

G-8 Kentucky Specific Data from the First National Survey of Children with Special Health Care Needs: Implications for our Education and Health and Human Services Programs

Eric Friedlander, Commission for Children with Special Health Care Needs

Survey findings from the National Survey of Children with Special Health Care Needs provide state and national estimates on the number and selected characteristics of children with special health care needs in the U.S. and Kentucky. Children with special health care needs are those who have or are at increased risk for a chronic physical, developmental, behavioral, or emotional condition and who also require health and related services of a type or amount beyond that required by children generally. The findings indicate that 15.7% of children and youth in Kentucky have special health care needs, compared to 12.8% nationally. During the session, we will present findings from the survey, describe the disparities identified through the survey found among children living in poverty, and those who are racial and ethnic minorities, and discuss the implications for education and health and human services delivery in Kentucky.

G-9 I am the Keeper of My Brother's Child: Disability Bullying and its Impact on its Victims

Jeff Edwards and Jan Powe, Kentucky Department of Protection and Advocacy

This is an interactive and participatory workshop exploring feelings and responses around disability related bullying behavior. Social, cultural, and attitudinal norms will be discussed and displayed in this workshop. Participants will be encouraged to discuss their emotions surrounding this topic.

G-10 Dynamics of Domestic Violence

Isela Arras, Kentucky Domestic Violence Association

This workshop will discuss the dynamics of domestic violence, the impact on and effects of domestic violence on children, and our responsibilities in dealing with children who witness domestic violence. Participants will also consider handling disclosure, safety planning, and other intervention techniques. Presenter will also examine domestic violence by discussing oppression, victims, and resources for more information. Suggestions for effective advocacy will also be explored.

Choices and Changes: Reaching for Success

Registration Form

To register by mail, complete this form and send to the address listed at right. Registration is secured upon receipt of payment; so please enclose payment with this registration form. Fees are \$75 per person attending. Payment deadline is March 23, 2005.

Checks should be made payable to: **Choices and Changes Conference**

Registration deadline is March 14, 2005.

Mail completed form with payment to:

Pam Goins

KY Center for Instructional Discipline

Kentucky State University, ASB Room 256

400 East Main Street

Frankfort, KY 40601

Attendee Information:

Name: _____

Agency: _____

Address: _____

City, State, Zip: _____ Phone: _____

Email Address: _____ Cell/Alternate Phone: _____

Participant Category:

____ Educator ____ Family Resource/Youth Service Center ____ Parent/Foster Parent

____ Mental Health Staff ____ IMPACT or IMPACT Plus Staff ____ RIAC member

____ DJJ Staff ____ DCBS Staff ____ KECSAC Staff ____ Other

Billing Information:

Agency Contact: _____

Address: _____

City, State, Zip: _____ Phone: _____

Email Address: _____

CEU, EILA Credit, Certificate of Attendance:

CEU License Number: _____ Expiration: _____

Professional Membership: _____ SSN: _____

EILA Certificate Needed: ____ yes ____ no

Certificate of Attendance Needed: ____ yes ____ no

Workshop Information:

Please list the Workshop Number and brief title in the corresponding blanks (ex: F-1 Conflict Resolution Skills)
Write in a second choice in case your first choice is unavailable. If you will not attend during that workshop time,
please write “none” in that section.

Tuesday, March 29, 2005**“A” Session****1:15 – 4:30**_____
First Choice_____
Second Choice**Wednesday, March 30, 2005****“B” Session****8:30 – 5:00**_____
First Choice_____
Second Choice**“C” Session****8:30 – 10:00**_____
First Choice_____
Second Choice**“D” Session****10:15 – 11:45**_____
First Choice_____
Second Choice**“E” Session****2:15 – 4:30**_____
First Choice_____
Second Choice**Thursday, March 31, 2005****“F” Session****8:30 – 11:45**_____
First Choice_____
Second Choice**“G” Session****1:30 – 3:00**_____
First Choice_____
Second Choice**Event Information:** (Please register for special events)**Tuesday, March 29, 2005**☐ Continental Breakfast ☐ Keynote Address ☐ Opening Luncheon ☐ Networking Suite**Wednesday, March 30, 2005**☐ Continental Breakfast ☐ Awards Luncheon ☐ Networking Suite**Thursday, March 31, 2005**☐ Continental Breakfast ☐ Box Lunch

Collaborative Partner of the Year Award Nomination Form

The Kentucky Department of Education/Division of Exceptional Children Services will be presenting the annual ***Collaborative Partner of the Year Award*** at the 4th Annual Choices and Changes: Reaching for Success conference being held March 29-31, 2005. This award is designed to honor a person, regardless of their agency affiliation, that exemplifies the true spirit of collaboration between all partners in an attempt to best serve students with challenging disabilities. This person could be an educator, mental health clinician, FRYSC coordinator, social services staff, RIAC staff, parent, or other person directly involved in the education and care of students with challenging disabilities that demonstrates the commitment, professionalism, and characteristics of a true collaborator.

Nominations may be made by completing this form. Nomination forms must be received no later than **March 1, 2005**. Awards will be presented at the Awards Luncheon on Wednesday, March 30, 2005.

Name of Nominee

Employer Address	City	State	Zip
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Agency/Employer	Work Phone	Home Phone
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Home Address	City	State	Zip
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Nominated by: _____ Phone: _____

1. Describe the nominee's commitment to ensuring that high standards and expectations are applied to all services provided to children with challenging disabilities.
2. Describe how the nominee has been involved in providing quality services to children with challenging disabilities.

3. Describe the nominee's involvement in community activities, including participation with schools, parent organizations, committees, sponsorship of clubs, or other civic activities within the local community.
4. Describe the nominee's commitment to working with all partners in the education and care of students with challenging disabilities including educators, mental health clinicians, parents, and other community members.
5. List agency affiliations that the nominee has worked with during the provision of collaborative services.

**Please mail by March 1, 2005 to: Linda Atwood, Kentucky Department of Education, Division of
Exceptional Children Services, Capital Plaza Tower, 8th floor, 500 Mero Street Frankfort, KY 40601**

Adult Mental Health Case Manager/Children's Service Coordinator Award Nomination Form

In recognition of the contribution that adult mental health case managers and children's service coordinators make to the resiliency, recovery and community inclusion of children, families, and adults with severe mental illness, the Choices and Changes Conference will present awards for *Adult Mental Health Case Manager* and *Children's Service Coordinator of the Year Awards*.

Nominations may be made by completing this form. Nomination forms must be received no later than **March 1, 2005**. Awards will be presented at the Awards Luncheon on Wednesday, March 30, 2005.

Please Check:

☐ Adult MH Case Manager ☐ Children's Service Coordinator

Name of Nominee

Employer Address City State Zip

Agency/Employer Work Phone Home Phone

Home Address City State Zip

Nominated by: _____ Phone: _____

1. Please describe the qualities of the nominee that makes them an exceptional case manager and/or service coordinator:

2. Provide a brief description of how this nominee's work has promoted resiliency, inclusion, and recovery for children, families, or adults with severe mental illness:

Please mail by March 1, 2005 to: Sandy Silver, KDMHSAS, 100 Fair Oaks Lane 4W-C, Frankfort, KY 40621-0001

Overnight Accommodations:

Choices and Changes: Reaching for Success will be held at the Galt House Hotel and Suites. The hotel is holding a block of sleeping rooms at a special conference rate until March 15, 2005. After that date, the conference room rate is subject to availability. Participants are responsible for making their own reservations. Request the "Choices and Changes" room rate when calling.

Conference lodging rates:

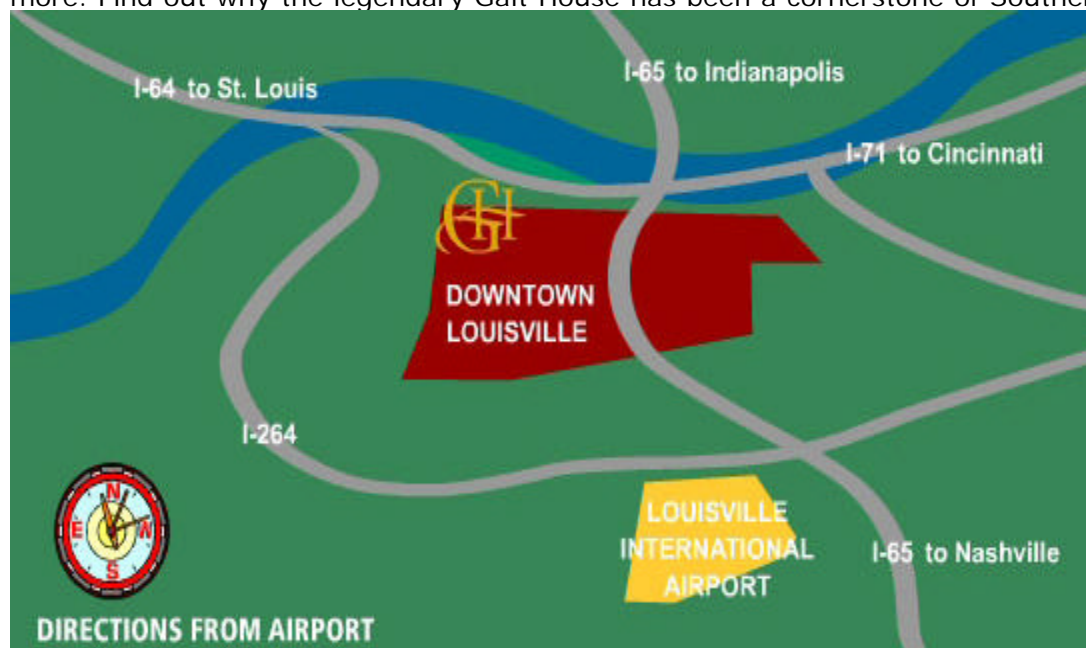
East Tower Suites	\$99 single or double	\$109 triple	\$119 quad occupancy
West Tower Riverview	\$79 single or double	\$89 triple	\$99 quad occupancy

Hotel Information:

The Galt House Hotel & Suites
Fourth Street at the River
Louisville, KY 40202
502-589-5200

As the only hotel on the waterfront, the 25-story Galt House is also the only hotel to offer magnificent views of the Ohio River and downtown Louisville. It's the best location in the city. You're within walking distance of many downtown attractions.

The Galt House is just two blocks from the Kentucky International Convention Center (KICC). And equally, you're close to Actors Theatre, Riverfront parks, Louisville Slugger Museum, Louisville Science Center, Kentucky International Convention Center, Kentucky Center for the Arts, Glassworks, Slugger Field and more. Find out why the legendary Galt House has been a cornerstone of Southern hospitality since 1835.



To make a reservation call us toll free at **1-800-626-1814** or **502-589-5200**

Kentucky Department of Education
Division of Exceptional Children Services
Capital Plaza Tower, 8th Floor
500 Mero Street
Frankfort, KY 40601

